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Exploring the Effectiveness of the Use of Poetic Devices to Enhance EFL
Learners' Pronunciation

The Case of First Year EFL Students at The Department of English- University
of Mohammed Seddik Ben yahia, Jijel

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Declaration:

We declared that the dissertation entitled “ Exploring the effectiveness of the Use of Poetic Devices to Enhance EFL Learners’ Pronunciation” is our own work and all the sources we have used , have been acknowledge by means of references . we also certify that we have not copied or plagiarize the work of other students or researchers partially or fully. In case any materials is not documented, we shall be responsible for the consequences.

Date

Signatures

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Dedication

"In the name of God, the most gracious, the most merciful"

All the praise is due to God alone, the sustainer of the world.

I dedicate this work to the dearest people to my heart.

*The light of my eyes; my mother for her encouragement, sacrifices, prayers, patience, and
endless love. I love you.*

*To my beloved father; my first teacher who taught me to always have faith in God in
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*To my lovely sisters, Souad and Salihia, for embracing and nursing me with love and
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In the name of Allah,

The most compassionate,

The most merciful, without whom this

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I dedicate this work;

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Abstract

The present research investigates the effectiveness of using poetic devices and rhythm to enhance EFL first year students' pronunciation at the English language department of Mohammed Seddik ben yahia , Jijel university. We have designed a questionnaire and an interview in order to achieve the aforementioned objective. It hypothesis that First year EFL students' pronunciation at the department of English language and literature at the University of Jijel can be enhanced through mastering sound devices and rhythm The questionnaire was administered to forty EFL First year students. The questionnaire aims to find out learners' views about how the poetic devices improve EFL learners' pronunciation. The analysis of data shows that students are exposed to show a keep interest in using sound devices and rhythm to enhance their pronunciation. The interview was administered to three teachers of English at the department of English, Jijel University. It aimed to investigate the effectiveness of the use of sound devices to enhance first year EFL students of English language pronunciation. this analysis of data explain that students have chances and details to learn poetic devices in order to enhance their pronunciation and sound devices , rhythm effect positively on students pronunciation.

Add key words:sound devices, rhythm, pronunciation, effectiveness.

List of Abbreviations:

%: Percentage.

CLT: Communicative language teaching.

e.g:for example

EFL: English as a foreign language

ELL: English language learner

ESL: English as a second language.

ELT :English language teaching

FL: Foreign language.

FLA:Foreing language acquisition.

L1: First language.

L2: second language.

LMD: License Master Doctorate

P: Page

Q :question

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General Introduction

1. Background of the study :

Pronunciation is a very important aspect of language to which both teachers and learners must direct attention in the teaching-learning process. Brown (1991) said that pronunciation has sometimes been referred to as "the poor relation of the English language teaching (ELT) world". (Improving pronunciation in learning a foreign language is important. It plays a consequential role in preceding speaking. Several researchers contemplated at the significance of using literature in EFL classes, particularly the validity of using sound devices and rhythm to enhance learners' pronunciation.

Reading English poetry is believed to have direct influence on the pronunciation skills by (Kristi and Rosnija, p.01). According to Elting and Firkins (2006), p.127, poetry is a rich language resource available to the English language learners (ELL), as such, they argued that reading, interpreting and performing poetry should be a central pedagogical feature of the English teaching programmes.

EFL learners around the world face problems in their pronunciation.

2. Statement of the problem:

Learning a language means learning its grammar, vocabulary, and culture. This research will be concentrated on pronunciation. Pronunciation is the manner in which speech sounds, specially connected sequences are articulated by individual speakers. The problem that encounter EFL learners are spelling, vowels, consonants. also, EFL learners need to develop their pronunciation by learning sound devices because it helps students for mastering their pronunciation.

3.Aims of the study:

The study in hand aims at:

- Investigating the effectiveness of the use of sound devices to enhance first (1st) year EFL students of English language pronunciation.
- Suggesting the integration of these two sound devices and rhythm in phonetics sessions as a new technique for teaching pronunciation.

4.Research Questions:

The present research raises the following questions:

- Arerhythm and sound devices effective in enhancing first year EFL students at the department of English ?
- How can sound devices and rhythm enhance first (1st) year EFL students pronunciation?

5.Research hypothesis:

It can be hypothesised that:

First yearEFL students's pronunciation at the department of English language and literature at the university of jijel can be enhanced through mastering sound devices and rhythm.

6.Research methodology:

In order to confirm or disconfirm the aforementioned hypothesis, two research instruments are used adopting a qualitative and quantitative paradigm . A questionnaire will be administered to first year LMD students at the department of English language and literature at the university Mohammed SeddikBenyahia University, Jijel, in addition to an interview with 3 teachers at the university of Mohammed SeddikBenyahia, jijel. To get information about the effectiveness of sound devices and rhythm in enhancing students' pronunciation.

7. Structure of the study:

The present study is divided into two chapters, the first chapter will be divided into two sections. The first section is about teaching pronunciation to EFL learners. The second section is about sound devices and rhythm. The second chapter represents the practical part consist the interview and the questionnaire.

Chapter one

The effectiveness of using poetic devices to enhance EFL learners' pronunciation

Section one: Teaching Pronunciation to EFL students

Introduction:

When learning a foreign language, the most important and difficult task for learners is to acquire and master the sounds of the target language in order to achieve effective communication. Therefore, having a comprehensible pronunciation is of crucial importance for the speaker and the listener will face a problem.

Pronunciation is one of the most important parts of English to communicate with others since there are differences between the symbol and its sound. When we communicate with other people we should not only have a good vocabulary but also have good pronunciation. As stated by Harmer (2000:183) that for all these people, being made aware of pronunciation issues will be of immense benefit not only to their own production but also to their own understanding of spoken English.

The theoretical chapter is composed of two sections. The first section is about teaching pronunciation to EFL learners, it includes definition of pronunciation, its importance, its goals, in addition to the aspects, reasons, techniques, and factors.

1.1. Definition Of The Pronunciation:

Pronunciation generally refers to the production of sounds that use to make meaning. It includes attention to the particular sounds of language, aspects of speech beyond the level of the individual sound, such as intonation phrasing, stress, timing, rhythm. In other words, it's the way of uttering a word in an accepted manner (Otlowski, 1998).

Also, she mentioned that pronunciation is the vocal capacity to produce particular sounds when

learnt by repeating sounds and correcting them when produced inexactly. When students begin to learn pronunciation they create a new customs.

Gilakjani defined pronunciation as an integral part of foreign language since it directly affects learner's communicative competence as well as performance (p.119). It means that pronunciation plays a fundamental role in learning and improving the target language.

Another definition presented by Richard and Schmidt (2002): pronunciation is the method of producing certain sounds. This means that pronunciation is important and can help people to make particular and different sounds.

Dauer (1993, as cited in ummah, 2014) reported that "pronunciation is the act of producing the sound of speech including articulation, vowel, formation, accent inflection and intonation, often with reference to the correctness or acceptability of the speech sounds" (p.10).

1.2. Importance of pronunciation:

Pronunciation plays an important role in speaking to express ideas. it is essential to speak with the right pronunciation. Many learners think that they did not need to learn pronunciation, and they consider it just a waste of time, and just communication in English is enough. Also, learners can understand the one who have a good pronunciation even he makes errors in his language, but cannot understand who have unintelligible pronunciation even if they have extensive vocabulary and know grammar rules. When the speakers pronunciation is very weak this make a negative effect on his language ability, bad pronunciation is difficult to listen and need more efforts and concentration to understand. it is a result in misunderstanding even a breakdown in communication.

According to Pourhosein Gilakjani (2012), Good pronunciation provides the speaker with confidence and make individuals understood easily. But bad pronunciation confuse persons and lead to an unfavorable taking and misunderstanding even if it use grammar or vocabulary. Also can use simple words or grammatical structures. through pronunciation, students learn different sound feature and develop their speaking skills. many teachers did not pay attention to pronunciation but give importance to grammar and vocabulary in learning a FL. learning

pronunciation try to improve English for learners' understand easy , and it is the important part in learning a FL. also, pronunciation has an important social value and should be related to prestige like intelligence, professional competence ,and social advantages. it provides information about the important feature of the non-native speaker. also English pronunciation is the most favorite areas for EFL teachers to teach in classes. understandable pronunciation is an important part of communicative competence ,and for learners' be able to communicate effectively should have a good pronunciation.

1.3. Goals of English pronunciation :

Learners' goal is to understand very well in a certain interlocution between two persons or more. Yates and Zielinski (2009) informed that intelligibility itself is not an ideal aim. In the other side Butler _Pascoe and Wiburg (2003) believed that the goals of teaching pronunciation are to improve English that is convenient, not difficult and not complex in understanding by the learner. Also James (2010) and PourhoseinGilakjani (2012) have the same opinion and they mentioned that speakers have understandable pronunciation when the other persons can understand what they say and the speaker's English is good to listen to; the speaker is 'comfortably intelligible'.

The goal of learning pronunciation is to speak like native language speakers. This is the suitable goal for learners . Thus, teachers should empowering their students to speak English in good way; because a truly pronunciation doesn't compel learners to speak American or British accent.

A few of students demonstrate in their goal of the entire accent removable, although the distantness of native speaker competency. For that Harmer (2000) assumed that learners should not believed that goal of making native-speaker level pronunciation. As well as, Derwing and Munro (2005) suggested that one of the important roles of teacher is guide L2 students in setting realistic, consequently accomplishable, goals for their Language learning.

Teachers have to assist the learners to playback the goals of pronunciation in order to understand that a native-speaker accent is sometimes hated, and impracticable for beginners to learn language. As Abercrombie proposed, "a comfortably intelligible pronunciation" (1949, as cited in Field, 2005, p.400) is needed for communicative success.

Meanwhile, the instructional goals of pronunciation teaching must be by making courses and enabling learners to develop the language generally by increasing communicative competence (Brown H.D.,2001). It means that the courses in the different instructions help a lot the learners to acquire the ability to communicate and to develop the capacity of using pronunciation masterly.

According to Morley (1994), an accent is different from a known standard can become disconcerted; thus, learners' accent is close to standard variety. If one speaker has a heavy English accent, this can be a reason for the speaker to be negative governing about the personage and capacity. He said that it is necessary for teachers to teach English pronunciation in ESL and EFL classes although many teachers do not pay attention to it in their instruction. He meant that pronunciation is a fundamental item in learning foreign languages (Morley, 1994).

1.4. Aspects of pronunciation:

Pronunciation is the production of individual sounds, stress and intonation patterns of the target language. It is a part of both referential meaning and communication process, also it is a complex interaction of perceptual, articulatory, and interactional factors of three kinds of qualities: segmental, voice-setting, and prosodic features.

1.4.1. Segmental features:

Segmental features refers to individual sound as phonemes, focus on teaching pronunciation .it include vowels and consonants because segmental is relatively more easily

explained .they include specific sounds within words (for example L in lamp,R as in run...) the sound systems of their combination are called phoneme (Roach, 2009).

1.4.1.1. The production of sounds:

1.4.1.1.1 Vowel sounds:

A vowel sounds is one of the speech sounds produced when the breath channel of the mouth is not very closed. It is possible for the sound to be heard. Hence, is important to understand the difference between a vowel letter and a vowel sound. A vowel letter can represent different vowel sounds. A vowel letter can represent different vowel sounds, and the same vowel sound is often represented by many vowel letters.

Each vowel differ from other. The first matter to consider is the shape and position of the tongue. it simplify the complex possibilities by describing two things: the vertical distance between the upper surface of the tongue and the palate, and the part of the tongue, between front and back. For example:

One you make the vowel i: in the English word 'see' and look in a mirror; if you slant your head back you see that the tongue is close to the roof of the mouth. Then make æ vowel in the word 'cat' and look the distance between the surface of the tongue and the roof of the month. the difference between the surface i: and æ is a difference of tongue height, i: is a relatively close vowel and æ is a relatively open vowel (as cited in Roach, 2009, p.22).

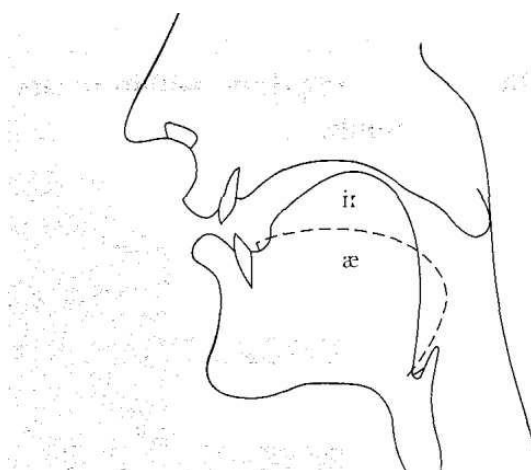


Fig.1 Tongue positions for i : and æ

When making the vowels i: and æ we describe them as comparatively front vowels. A vowel in which the back of the tongue is highest point called back vowel. If you make the vowel in 'calm', which write as, you notice the back of the tongue is raised. When you compare it with æ in front of a mirror, it seems that æ is a front of vowel and a: is a back vowel. The vowel in 'too' (u:) is also a comparatively back vowel, but compared with a: it is closed.

	Front	Back
Close	i:	u:
Open	æ	a:

Cardinal vowels are a standard reference system, and people being trained in phonetics at an advanced level have to make them accurately and recognize them correctly. In case of learning the cardinal vowels, it does not a learning to make English sounds, but it is a learning about the range of vowels also learning a useful way of describing, classifying, and compare vowels. Primary cardinal vowels are the vowels that are most familiar to the speaker of most European languages, and secondary cardinal vowels are less familiar (as cited in Roach, 2009, p.23)

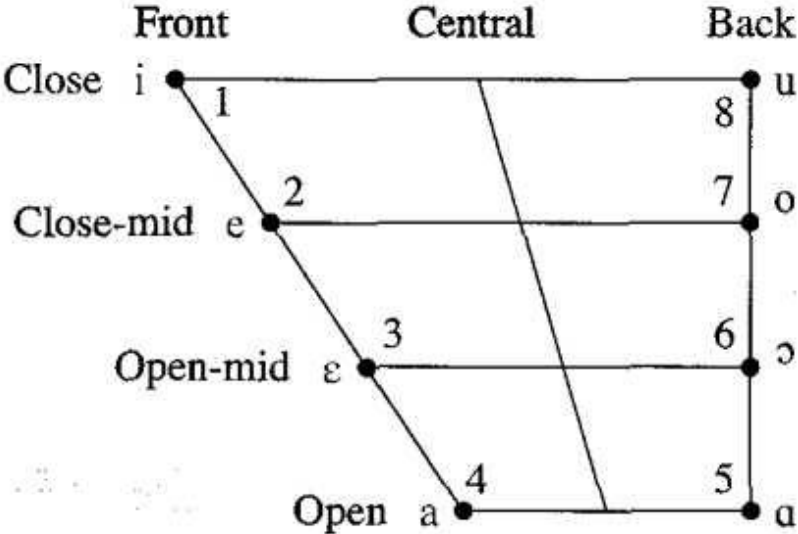


Fig.2 Primary cardinal vowels.

1.4.1.1.2 English short vowels:

English has a big number of vowel sounds; the first to be examined are short vowels. Its symbols are ɪ, e, æ, ʌ, ʊ, ɒ, ə

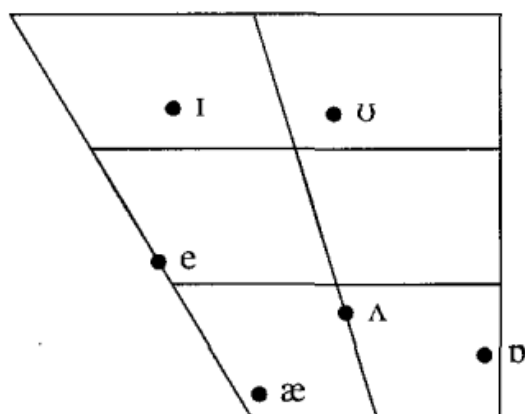
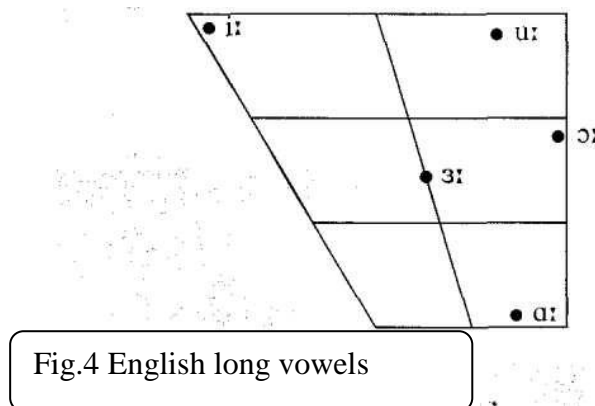


Fig.3 English short vowels

There is another short vowel which is called schwa, it is a very familiar sound in English; and it is heard in the first syllable of the word such as: 'above', 'oppose', and 'perhaps'.

1.4.1.1.3 English long vowels:

The long vowels are the vowels which tend to be longer than the short in similar contexts. Long vowels are: i:, ɑ:, ɔ:, ɜ:, u:. These five long vowels are different from the six short vowels, not only in length but also in quality. If you compare some similar pairs of long and short vowels, like i with ɪ or u with ʊ or æ with ɛ, you observe a difference in quality and length (as cited in Roach, 2009, p.27).



1.5. Manner of articulation:

1.5.1.Stops

A stop consonant completely cuts off the airflow through the mouth. In the consonants [t], [d], and [n], the tongue tip touches the alveolar ridge and cuts off the airflow at that point. In [t] and [d], this means that there is no airflow at all for the duration of the stop. In [n], there is no airflow through the mouth, but there is still airflow through the nose. We distinguish between

nasal stops, like [n], which involve airflow through the nose, and

oral stops, like [t] and [d], which do not.

Nasal stops are often simply called **nasals**. Oral stops are often called **plosives**. Oral stops can be either voiced or voiceless. Nasal stops are almost always voiced. (It is physically possible to produce a voiceless nasal stop, but English, like most languages, does not use such sounds (Roach, 2009).

1.5.2.Fricatives

In the stop [t], the tongue tip touches the alveolar ridge and cuts off the airflow. In [s], the tongue tip approaches the alveolar ridge but doesn't quite touch it. There is still enough of an opening for airflow to continue, but the opening is narrow enough that it causes the escaping air to become turbulent (hence the hissing sound of the [s]). In a **fricative** consonant, the

articulators involved in the constriction approach get close enough to each other to create a turbulent airstream. The fricatives of English are [f], [v], [θ], [ð], [s], [z], [ʃ], and [ʒ] (Roach, 2009).

1.5.3.Approximants

In an approximant, the articulators involved in the constriction are further apart still than they are for a fricative. The articulators are still closer to each other than when the vocal tract is in its neutral position, but they are not even close enough to cause the air passing between them to become turbulent. The approximants of English are [w], [j], [ɹ], and [ɻ] (Roach, 2009).

1.5.4.Affricates

An affricate is a single sound composed of a stop portion and a fricative portion. In English [tʃ], the airflow is first interrupted by a stop which is very similar to [t] (though made a bit further back). But instead of finishing the articulation quickly and moving directly into the next sound, the tongue pulls away from the stop slowly, so that there is a period of time immediately after the stop where the constriction is narrow enough to cause a turbulent airstream. In [tʃ], the period of turbulent airstream following the stop portion is the same as the fricative [ʃ]. English [dʒ] is an affricate like [tʃ], but voiced(Roach, 2009).

1.5.5.Laterals

Pay attention to what you are doing with your tongue when you say the first consonant of [lif] *leaf*. Your tongue tip is touching your alveolar ridge (or perhaps your upper teeth), but this doesn't make [l] a stop. Air is still flowing during an [l] because the side of your tongue has dropped down and left an opening. (Some people drop down the right side of their tongue during an [l]; others drop down the left; a few drop down both sides.) Sounds which involve

airflow around the side of the tongue are called **laterals**. Sounds which are not lateral are called **central**.

[l] is the only lateral in English. The other sounds of English, like most of the sounds of the world's languages, are central.

More specifically, [l] is a lateral approximant. The opening left at the side of the tongue is wide enough that the air flowing through does not become turbulent (Roach, 2009).

1.6. Place of articulation:

The place of articulation (or POA) of a consonant specifies where in the vocal tract the narrowing occurs. From front to back, the POAs that English uses are:

1.6.1. Bilabial

In a bilabial consonant, the lower and upper lips approach or touch each other. English [p], [b], and [m] are bilabial stops.

The diagram to the right shows the state of the vocal tract during a typical [p] or [b]. (An [m] would look the same, but with the velum lowered to let air out through the nasal passages.)

The sound [w] involves two constrictions of the vocal tract made simultaneously. One of them is lip rounding, which you can think of as a bilabial approximant (Roach, 2009).

1.6.2. Labiodental

In a labiodental consonant, the lower lip approaches or touches the upper teeth.

English [f] and [v] are labiodental fricatives.

The diagram to the right shows the state of the vocal tract during a typical [f] or [v] (Roach, 2009).

1.6.3. Dental

In a dental consonant, the tip or blade of the tongue approaches or touches the upper

teeth. English [θ] and [ð] are dental fricatives. There are actually a couple of different ways of forming these sounds:

The tongue tip can approach the back of the upper teeth, but not press against them so hard that the airflow is completely blocked.

The blade of the tongue can touch the bottom of the upper teeth, with the tongue tip protruding between the teeth -- still leaving enough space for a turbulent airstream to escape.

This kind of [θ] and [ð] is often called **interdental**.

The diagram to the right shows a typical interdental [θ] or [ð] (Roach, 2009).

1.6.4.Alveolar

In an alveolar consonant, the tongue tip (or less often the tongue blade) approaches or touches the alveolar ridge, the ridge immediately behind the upper teeth. The English stops [t], [d], and [n] are formed by completely blocking the airflow at this place of articulation. The fricatives [s] and [z] are also at this place of articulation, as is the lateral approximant [l].

The diagram to the right shows the state of the vocal tract during plosive [t] or [d] (Roach , 2009).

1.6.5.Postalveolar

In a post-alveolar consonant, the constriction is made immediately behind the alveolar ridge. The constriction can be made with either the tip or the blade of the tongue. The English fricatives [ʃ] and [ʒ] are made at this POA, as are the corresponding affricates [tʃ] and [dʒ].

The diagram to the right shows the state of the vocal tract during the first half (the stop half) of an affricate [tʃ] or [dʒ] (Roach, 2009).

1.6.6.Retroflex

In a retroflex consonant, the tongue tip is curled backward in the mouth. English [ɻ] is a retroflex approximant -- the tongue tip is curled up toward the postalveolar region (the area immediately behind the alveolar ridge).

The diagram to the right shows a typical English retroflex [ɻ].

Both the sounds we've called "post-alveolar" and the sounds we've called "retroflex" involve the region behind the alveolar ridge. In fact, at least for English, you can think of retroflexes as being a sub-type of post-alveolar, specifically, the type of post-alveolar that you make by curling your tongue tip backward.

(In fact, the retroflex and other post-alveolar sound so similar that you can usually use either one in English without any noticeable effect on your accent. A substantial minority North American English speakers don't use a retroflex [ɻ], but rather a "bunched" R -- sort of like a tongue-blade [ʒ] with an even wider opening. Similarly, a few people use a curled-up tongue tip rather than their tongue blades in making [ʃ] and [ʒ] (Roach, 2009).

1.6.7. Palatal

In a palatal consonant, the body of the tongue approaches or touches the hard palate. English [j] is a palatal approximant -- the tongue body approaches the hard palate, but closely enough to create turbulence in the airstream (Roach, 2009).

1.6.8. Velar

In a velar consonant, the body of the tongue approaches or touches the soft palate, or velum. English [k], [g], and [ŋ] are stops made at this POA. The [x] sound made at the end of the German name *Bach* or the Scottish word *loch* is the voiceless fricative made at the velar POA.

The diagram to the right shows a typical [k] or [g] -- though where exactly on the velum the tongue body hits will vary a lot depending on the surrounding vowels.

As we have seen, one of the two constrictions that form a [w] is a bilabial approximant. The other is a velar approximant: the tongue body approaches the soft palate, but does not get even as close as it does in an [x] (Roach, 2009).

1.6.9. Glottal

The glottis is the opening between the vocal folds. In an [h], this opening is narrow enough to create some turbulence in the airstream flowing past the vocal folds. For this reason, [h] is often classified as a glottal fricative (Roach, 2009).

1.7. Consonant charts

It is often useful to display the consonants of a language in the form of a chart. There is a conventional way of doing so:

Columns show places of articulation, arranged (roughly) from the front of the vocal tract to the back.

Rows show manners of articulation.

Within each cell, the symbol for a voiceless sound is shown toward the left of the cell and the symbol for a voiced sound toward the right.

The following is the chart for English consonants:

	bilabial	labiodental	dental	alveolar	postalveolar	retroflex	palatal	velar	Glottal
Plosive	p B			t d				k g	
Nasal	M			n				ŋ	
fricative		f v	θ ð	s z	ʃ ʒ				h
approximant	(w)					ɹ	j	(w)	
lateral approximant				l					
affricate					tʃ dʒ				

The chart of English consonants

1.7.1 Prosodic features (supra-segmental)

Prosodic or supra-segmental features are the relative levels of stress and pitch within syllables ,words . learners should pay attention to be more comprehensive to all features of their pronunciation and based on some aspects to learn and teach pronunciation like: word stress, linking, rhythm, pitch and intonation (azu , 2006).

1.7.1.1 Stress

Stress is the degree of loudness or force with which a syllable pronounced as to give it prominence. stress can occur in words, word groups or phrases and sentences. Stress is important at three different level which are:

- word level: is a group of words that contain one or more syllables that are stressed.
- sentence level: the important words tend to be stressed.
- contrastive stress: the important words carry greater stress.

1.7.1.2 Pitch:

Pitch is the highness or lowness of sound. It is used to describe the highness and lowness of the voice, and how they hear the high or low sound. Also; it is determined by the speed of vibration which cause the sound to occur. Generally divided into four types of pitch, which are:

Highest level for emphasis primary word.

Most common level of primary words stress syllable.

Neutral level, used to start thought group.

Lowest level is used to end a sentence (azu, 2006).

1.7.1.3 Rhythm:

Rhythm is somehow tightly connected with beat. Both words may be the other words for rhythm. When English is spoken, speakers alternate between stress and unstressed syllable. Some beginner learners say each word in the sentence at the same speed and sound. also, rhythm is another important feature of English pronunciation, which means strong regular repeated sounds. free verse means the variation of the rhythm line by line, in accordance with the feeling at the moment. Sprung rhythm refers to the regulation of the number of stressed syllables and give freedom to the number of unstressed syllables. Metrical rhythm the manner is more well-arranged while the number of stressed and unstressed syllables are composed and regulate (kanworthy, 1987, p. 10).

1.7.1.4. Intonation:

It is a complex system of meaning communicate through the raise and fall of speakers voice. is thought as the melody of language, and use by English speakers to communicate many different of meaning.

1.7.1.5 Linking:

refers the way the last sound of one word is joined to the first sound of the next word .to produce connected speech .we run words together to link consonants to vowel. consonants to consonant ,and vowel to vowel .we also shorten some sounds and leave others out all together .

1.8. Reasons of integrating pronunciation in EFL Classes:

Pronunciation represents an essential segment, and it plays a significant role in learning. Thus they should put the major focus on pronunciation.in addition to allocate more time to learn and apply it by teachers who are endeavoring to optimise their students' pronunciation which considers as a good way of communication. As well as, they integrate pronunciation within speaking among students. This led Morley (1991) to say that speaking-oriented approach serves communication needs of students more effectively than approaches focusing on either fluency or articulatory goals alone. Morley (1991) also thought that pronunciation instruction needs to be interested with broader level of communicative activities (p.60), because it is necessary and the best way for communication.

Teachers teach learners pronunciation of new words and sentences by confirm that they percept and understand pronunciation in class (Yates and Zielinski, 2009). Hence, teachers have a responsibility to reach a good idea and a best comprehension of English pronunciation by learners by using a perfect way for making a good learner who can pronounces English fluently.

PourhoseinGilakjani (2016) believed that Integrating pronunciation in EFL classes must have consequential variants. It contains learner's age, educational background, experience with pronunciation instruction, instructional settings, and motivation.

1.9. Techniques for teaching English pronunciation:

Learners who tend to study English pronunciation face many difficulties to learn how to pronounce. when teachers use different techniques and ways for teaching English pronunciation and try to help learners for enhance pronunciation by using some techniques which are:

- Teaching English pronunciation with phonics exercises: all the obvious methods for teaching English pronunciation. it focus on learning individual sound of letters ,vowels and consonants when try to read.
- Use the different mouth positions to master English pronunciation: voicing is the basic process in your students learning to produce words correctly. it is helpful for non-native speakers to master different vowel phonemes in English that is not present in primary language of learners,"1) .show what you should do with their mouth to make the sound,2.).
- Teaching methods for intonation, syllable stress and vowel length: already know on which words stress in a discussion of content and role of words. when speaking many phrases or sentences to evoke emotion or meaning ,intonation show in which way the voices rise or fall.
- Use pronunciation exercises and teaching methods that enhance pronunciation: exercises occur where words meet and how words run together in English conversation that confuse non-native speakers', and teach students how to hear .
- Teach students to pronounce words by cross- referencing minimal pairs: for distinguish between the sounds of two similar words that have different spellings.

- We use minimal pairs. another activity would be try and have your students sing a sing twister or try and repeat twister together without falling out of sync.
- Use scanning poems as an activities for helps students to know the poetic devices.
- Use dictionary for check stress placement.

1.10 . Factors affecting pronunciation :

There are many factors that effect the learners' pronunciation. It can be categorized into two factors: the internal factors and the external factors.

1.10.1. The internal factors:

Zhang (2009) said that internal factors can be divided into three elements: biological factors, individual differences, and individual efforts and goal setting.

1.10.2. Biological factors:

they are termed into four features: ear perception, learners' age, and aptitude.

1.10.2.1.Ear perception:

Ear perception is very important factor because it effects the learners' acquisition of the foreign language. Zhang(2009). believed that the hearing capacities are different among people and from a person to another one. It means that there are some learner's have a bigger and strong ability of hearing. Sounds are so clear for them and it help the learner to reproduct the native speakers' pronunciation. But there are some learners do not have that capacity. Meanwhile, he suggested that the ear perception has nothing to do with learner age. Also, he thought that learners can bereave some abilities when they will be old.

1.10.2.2.Learner's age:

Generally, young learners and adult learners are different in relation to the acquisition of the accurate pronunciation. Though, this idea does not mean that adult learners cannot get accurate pronunciation as well. They have to work more harder than young learners because

their brains' flexibility reduces. In addition, age represents a substantial part in learning the target language pronunciation. As well as, Zhang (2009) confirmed on the role of the critical period hypothesis that was proposed by Lenneberg in (1967), which mentioned that there is a certain age that helps learners to acquire the foreign language pronunciation thoroughly, after that age brain bereaves flexibility. Moreover, Nation and Newton, as cited in Zhang claimed that: usually, if the learner began to speak in the second language before the age of six there will be little or no accent. If the learner began to speak between the age of seven and eleven, the learner likely to have a slight accent. If the learner began to speak after the age of twelve, the learner almost have an accent. (P.78). All of that represent a consequence of the agreeableness of the notion that it's hard and not easy to learn and to acquire the foreign languages or a second language by the learners. However, Zhang (2009) informed that the young learners have a big opportunities in contrast to the adult learners to get precise pronunciation. And he said that the brain loses its flexibility and be flinty after nine years old. In the other, Lenneberg stickled that: " before the age of two, the brain hasn't any evolvement. This conduce to lack of looser in addition to expiry of the lateralization of the language function".

1.10.2.3. Aptitude :

The person's capacity to learn a foreign language or a second language speedily known as FLA Dornyei and Skehan mentioned: " originally, the notion of FLA presumed a relatively stable talent for learning a foreign language that differs between individuals" (p.590). It means that each learner differ from the others in relation to learn a second language. Therefore, EFL learners do not have the same capacity to acquire the foreign language. As well as, Carroll reported four components of the first language acquisition which are:

_ Phonetic coding ability (the ability to identify and retain sounds and link them to phonetic symbols).

_ Sensitively towards the grammatical functions that words fulfill in a sentence.

_ The ability to learn inductively (to infer and generalize linguistic structures from language samples).

_ The ability to rote learn vocabulary items paired with their associated translations. (P.223).

Therefore, aptitude effects positively to enhance learners' foreign language. This lead by Zhang to say that all individuals have their own language aptitude capacity. He added an idea that we cannot say that those people who have a developable level of language Aptitude will get to the top. Also, people with an interior level of language Aptitude will go pear_shaped.

1.10.3. Individual differences:

Zhang(2009) said that learners' different personalities affect the manner that learners gain the foreign language pronunciation. He noticed that the person who is an open_minded learner is probable to acquire the target pronunciation to same extent to the introverted learner, that's why the extroverted learners do not fear from mistakes, like the introverted learners who unfortunately afraid to disillusionments. In addition to extroverted students are more friendly than introverted, they try to work together within people who make them practice easily the target language, also they become more familiar this leads to enhance their pronunciation and makes it very good. (P.40.41).

1.10.3.1. Individual Efforts and Goal Setting

EFL/ESL learner has an explicit aim which is a thoroughness and to improve the foreign language to use it in communication and networking with the other people. This lead by Zhang (2009) to say: " we must always remember that teaching never causes learning, but rather creates the conditions in which learning can occur" (p.42). As well as, he confirmed that pronunciation is a difficult task that learners acquire in their daily life, and it possible that learners can't accomplish. Nonetheless, as much time learners spend in practicing the target language pronunciation, the good consequences that they acquire.

1.10.4. The external factors :

The external factors can be categorized into three sided: learners' native language, exposure to target language, and educational factors.

1.10.4.1. Learners' native language :

Pronunciation of the foreign language affected by learners' native language. Zhang (2009) mentioned that students' mother tongue reflects the way they pronounce a certain word in the target language, and this is due to the differences that are found between the two languages. In other words, learners find a lot of complications in articulating some sounds, for the reason that some of those sounds do not occur in their native language (p.43). He meant that every person is known by his pronunciation and his native language can effect hi pronunciation when he learn a foreign language.

1.10.4.2. Exposure to the target language :

Zhang (2009) presented that the acquisition of English language pronunciation is related to the quantity of exposure to it just as produced by the native speakers. For that, it relies on the learner, it means that it depends on the case of learning process occurs. As well as, Zhang (2009) stickled that it does not matter whether learners live in a native country or not, it is a matter of how much time they listen to the foreign language, and how much time they use it. He said: "the more they spend their time for listening and speaking English the better their English pronunciation will be"(p.44). It means that the skills of speaking and listening is beneficial for learners to improve their pronunciation, they should use them continuity. consequently learners' pronunciation exactitude predicates on the vicinity environment where the target language is being.

1.10.4.3.Educational factors :

The system of education is responsible for students' learning process, it provides a good circumstances and a better facilities to create the flourish that related to either students' knowledge or institution's reputation. Hence, the educational system put its teachers as an ideals for enhancing learners' pronunciation, that's why EFL and ESL teachers' accent reverse the learners' pronunciation, for that the teachers adopt a huge focusing on learners' pronunciation first and they try to develop it in order to create a good and learner(zhang, 2008)

1.11. Problems of learners' pronunciation :

English is the universal language, and the second language in the world .English can be used everywhere with educated people, but EFL learners' are facing many problems in learning it. The main difficulties that faced students in learning pronunciation, such are:

1.11.1. Vowels:

Vowels are the core or “peak” of the syllable (Murcia, 2008, (p.93).a syllable can consist minimally of one vowel (v) .

There are five vowels- a, e, o, u, i. but indeed there are many areas as twenty vowel sounds in English. Twelve are pure vowels and eight of them are a diphthongal glides. It means that out of these twenty vowels sound eight are combination of two vowel sounds, it is called diphthong. and have twenty four consonant sounds. Vowels can be the most complicated aspect of English pronunciation to learn. simple vowels are referred to as “short vowel” and “long vowel”. examples of short vowels:/I/ in kit, mirror and rabbit;/e/ in dress and marry .

Examples of long vowels: /i/ in fleece, /u:/in goose,/3:/ in nurse and furry.

Learners faced some problems in pronouncing vowels especially long vowels , diphthong and triphthong.

1.11.2. Assimilation and Elision:

According to(J.D.O Connar,2008) “ phonetic environment affects sounds .The shape of a word may also be altered by nearby sounds”. Assimilation refers to the way sounds effect each other in a given phonetic environments. Under the influence of mother sound, given sounds become completely different sounds. For example, in the phrase ‘that gap’ the second /t/ becomes /k/ under the influence of the next “g”. Assimilatory changes is not easy for EFL learners. But knowledge of each changing word helps to understand the native speakers of English when they speak. If this knowledge is absent,it make

difficulties in what they say. Distraction of sounds in phrases or combination of words is called Elision. Information about elision is important to improve and develop pronunciation. For example, the first /t/ in the combination 'last time' is dropped. EFL learners should learn each pattern, though not an easy task.

1.11.3. Spelling:

It refers to the way structure words visually. Spelling is a set of conventions that regulate the way of using grapheme to represent a language in its written form.

According to Graham and Miller (1979): "spelling is the ability to recognize, recall, reproduce or obtain orally or in written form the correct sequence of letters in words" (p.2).

1.11.3.1. Types and characteristics of spelling disabilities:

Spelling disabilities are a result of student's incapacity to learn and use the process of grapho-phonetic relationships and visual strategies to decode and encode words. The characteristics of spelling paralyzed students is a very indecision of spelling mistakes. In some cases children make 10 errors of 100 words in writing. But in many cases the dominations of auditory or visual errors appeared. Students have problems with spelling difficulties. It depends on the type and intensity of errors, and their problems textured by other difficulties. Meanwhile, there are some students do not have problems in writing (Glazer, 2000), and reading (Jorm,1983), but they have some difficulties with spelling.

1.11.3.2.. Identifying spelling errors:

The determining of the types of spelling errors that they do, after that curative strategies that enhance their difficulties and make them stronger represent a very consequential step to aid students with spelling difficulties. There are initially two ways by learner to spell: the visual errors and auditory errors (McAxelander et al.1992).

1.11.3.1.1. Visual errors:

They commutate an auditory weakness or the inability to link sounds with letters. For instance, liense for license, here the writer has not sense of the missing sound.

1.11.3.1.2.. Auditory errors:

It occurs due to the overreliance on auditory way and an indigent visual memory. For example, error can be writing license, demonstrating no sense of the wrong appearance of the word.

There are also some extra ways such as spelling rules, morphology, semantics, analogy, and motor movement.

1.11.3.3. Approaches to Teaching Pronunciation:

There are two main approaches of pronunciation instructions which are: natural learning approach and direct instruction approach:

1.11.3.3.1. Natural Learning Approach:

It mentioned that spelling can be "caught" in a literary rich environment like in all languages and process writings methods. The important properties in natural learning approach is class writing center, reading angel, teacher offering, introduce the learner's work, and use the genuine means.

1.11.3.3.2. Direct Instruction Approach:

It shows spelling as an enough rule to authorize an instructional method stressing phonological, morphological, and syntactic rules and word modes.

1.11.3.3.3. The intuitive-imitative approach

In the intuitive-imitative approach, it is supposed that a learner skill to imitate and listen the

sounds and rhythms of the foreign language will give rise to the expanding of an agreeable frame of pronunciation without the intervening of each explicit data. Especial tools, like videos, websites, video-tapes, computer-based programs, videos are enjoyed today for the

present approach (Hismanoglu&Hismanoglu, [2010](#)).

1.11.3.3.4. The analytic-linguistic approach

In this approach, explicit intervening of pedagogy related to pronunciation is in focus. The students are delivered with explicit data on pronunciation enjoying articulatory descriptions,

phonetic alphabet, and vocal charts. The explicit data can be stated in various interactive speech websites and software (Adibpour& Jam, [2014](#)). The analytic-linguistic approach was

developed to concentrate on imitation and listening; however, it added using different aids like the phonetic alphabet (Terminsuppsats, [2008](#)).

1.11.3.3.5.The integrative approach

Pronunciation is considered as an integral part of communication, rather than a separate drill.

Pronunciation is studied within meaningful task-based exercise. Students enjoy pronunciation

concentrated listening actions to facilitate the pronunciation learning. There is more

concentration on the supra-segmental of rhythm, stress, and intonation as studied in extended

discourse over the phoneme and word level. Pronunciation is worked to satisfy the students'

special needs. There is a dual-focus oral program of communication where the micro level teaching is concentrated on linguistic (i.e. phonetic phonological) competence by the use of segmental practices and the supra-segmental, and the macro level attends to more universal elements of communicability, with the aim of developing sociolinguistics, discourse, and strategic competence by enjoying language for communicative goals (Hismanoglu& Hismanoglu, [2010](#)).

1.11.4.1. Factors Affecting English Consonants Pronunciation Problem Of EFL Learners :

There are two main factors which are:

1.11.4.1.1. The differences between L1 and L2 phonological system:

These differences may exalt pronunciation problems, and it also may see as language interference including systematic differences. It refers to the number and types of phonemes which are present in L1 and L2. For example, in Thai there are three fricatives, and eight fricatives in English. Meanwhile, structural differences refer to the differences of sounds in L1 and L2. For example, Thai and English have /F/ sound, but in Thai this sound happens at the syllable initial position. But in English it may occur in any position of syllable (Luksaneeyanawin,2005).

1.11.4.1.2. L2 Transfer:

People learn languages when they connect to other around the world. Students acquired a second language and it impact on the acquisition process of the second language. This is known as cross-linguistic influence, which is "the influence of a person's knowledge of one language on that person's knowledge or use of another language" (Jarvis and pavlenko, 2008). Hence, Ringbom (2007) mentioned that transfer is an integral part of language learning and therefore, should be studied in depth. Odlin (2003) also said that a different areas of language includes pragmatic, rhetoric, semantics, syntax, morphology, phonology, and phonetics... Transfer can happen in all areas.

1.11.5. Strong and weak forms:

There are two problems that encountered learners in learning pronunciation. it can manage the grammar in English which are strong and weak forms.

1.11.5.1. Strong forms:

It is a stressed form. Its form of a particular word is used when the word is in isolation, sometimes strong form uses in unstressed position. The strong form appears when someone pronounces a single word or confirms it. Usually the words that contain a major meaning we can consider it as a strong forms such as verbs.

1.11.5.2. Weak forms:

It is an unstressed form i.e, it uses only in unstressed attitudes. Weak forms represent a fundamental role to patch language use and clear the communication. It refers to spoken not written English. When a certain word be unstressed in a spoken sentence, it will follow by two operations: drawing a vowel or a consonant when the word is stressed, or degrading the length of the vowel.

Strong and weak forms are requested not in order to their lexical content, but cause of their role that exists in sentence. The problem that learners have is to admit and produce a right pronunciation of strong and weak forms in English. The hitting features of English pronunciation is gradation. This late means the existence in many English words of two or more pronunciations, a strong form and one or more weak forms (Jones, 1993:126). There are words that can permute pronunciation in unstressed position. Vowels sound move to a neutral position and become a kind of grumble or weak sough, or a long vowel sound. The consonant sound is less subject to change (Haycraft, 1973: 167). Roach (1999: 102) mentioned that "Almost all the words which have both a 0strong and weak form belong to a category that may be called function words; words that do not have a dictionary meaning in the way that we normally expect nouns, verbs, adjectives, and adverbs to have. These function words are words such as auxiliary verbs, prepositions, conjunctions etc., all of which are in certain circumstances pronounced in their strong forms but which are more frequently pronounced in their weak forms. It is important to remember that there are

certain contexts where only the strong form is acceptable and others where the weak form is the normal pronunciation" (ibid.).

Roach (1999: 103) also reported that "there are some fairly simple rules; we can say that the strong form is used in the following case":

In a Lot of weak-form words, when they are exist in a certain sentence in final. For example, 'I'm fond of chips' aɪm 'fɒnd əv 'tʃɪps

Section two:

Sound Devices AndRhythm in EFLClassroom

Section two: sound devices and rhythm in EFL classroom

1.1. Definition of poetry:

Poetry is a genre of literature that uses the sounds, rhythms and meanings of words to describe the world in striking imaginative ways. Also, it describes a scene or tells a story in a concentrated, lyrical arrangement of words. Poems can be structured, with rhyming lines and meter and emphasis of a line based on syllabic beats. Poems can also be freeform, which follows no formal structure. (Karen Simecek & Kate Rumbold, 2016, p. 312).

Poetry in literature has been identified in many ways. Many writers, philosophers, and scholars define it according to their own views. The origin of the word „poetry“ is the Greek word „poima“ that means to make (Lahmer, 2012). Starting with the dictionary’s definition, Cambridge Advanced Learner’s Dictionary (2003) defines poetry as “form of literature with a very beautiful or emotional quality.” While Lexico Oxford Online Dictionary defines poetry as follows: “Literary work in which the expression of feelings and ideas is given the intensity of the use of distinctive style and rhythm; poems collectively or as a genre of literature.”

Connell (1913, p. 09) claims that poetry is “the imaginative representation, through the medium of

language, of the true grounds of the noble emotions.”

Ollila and Jontas (2006, p. 01) state that “poetry is any kind of verbal or written language that is structured rhythmically and is meant to tell a story or state of being.” Similarly, Hanauer (2004) states that poetry is the literary text that enables the writer to express his emotions and experiences, through using what is called „self-referential use of language“ this creates new understanding for the reader or the listener (as cited in Haraldsson, 2011, p. 03). Similar to Hanauer’s definition, Flanagan (2015) points out that poetry is a form of texts that differs from the prose. He says that the poet uses some devices like meter, rhythms, and symbols to change the audience’s views. Cook (2003) states that a good poetry is the one which uses a „compressed language“. That is to say, saying a lot, but using few words. While Haraldsson (2011) claims

that poetry is a very personal form of text that related to the writer, and has no explicit plot and a meaning, which demands a lot of readers.

1.2.Types of Poetry :

According to what scholars and philosophers suggest, there are three main types or genres of poetry (Connell, 1913). Aristotle pointed out that poetry has three main types that are comedy, tragedy, and epic. He claims that comedy is simply a description of what is funny, laughter, and make the people enjoy. While both tragedy and epic present the suffering and the pain that moves

reader's feelings, the only difference between the two is that epic said to be one verse poem, while the tragedy was a narrative form (cited in Hess, 2010). However, in the present time, it has

been agreed that poetry is indeed divided into three genres, which are lyric, narrative, and dramatic (Connell, 1913).

1.2.1. Lyric Poetry :

Abrams (1999, p. 146) defines lyrical poetry as follows: "a lyric is any fairly short poem, consisting of the utterance by a single speaker, who expresses a state of mind or a process

the direct object is to express the personal emotion or emotional conceptions of the writer." In his definition, they put the light on three main points that are:

- What is expressed in the lyric poems is personal to the writer.
- The materials that poet lyricizes are emotions and strictly emotions thought.
- The main and the primary object is to express personal emotions.

According to Lapenà (2011), lyric poetry is an artistic way of expressing the individual's personal

situation. Usually poets in such genre attempt to describe themselves through mentioning their emotions, thought, and views. Lapenà points out that this genre is addressing the reader in a direct way. According to him, lyric poetry divided into subdivisions that include sonnet, ode, and elegy.

1.2.1.1. Sonnet:

According to Abrams (1999), a sonnet is a lyric poem that is written in one single stanza. It contains fourteen iambic pentameter lines. Usually the poet coordinates these lines using an intricate rhyme scheme. Abrams mentions that in the English language, there are two main patterns of rhymes: the Italian or Petrarchan sonnet and the English sonnet or Shakespearean sonnet.

- The Italian or Petrarchan sonnet: It falls into two main parts; (octave) eight lines, rhyming Abbaabba followed by a sestet (six lines), rhyming cdede or sane variant, such as cdccdc.
- The English sonnet or Shakespearean sonnet: This sonnet falls into three quatrains and a concluding couplet; adad-cdcd-efef-gg.

1.2.1.2. Ode

Abrams (1999) claims that ode poem is similar to the lyric poem, still it differs in the size where an ode poem seems to be longer than lyric one. Furthermore, this kind of poetry usually selects, discuss topics with a serious issue, it is written in an elevated style and elaborate in its stanzaic structure. One of the famous examples of this kind is Wordsworth's "The Dungeon" and "Ode to a Nightingale" by John Keats.

1.2.1.3. Elegy

According to Abrams (1999), an elegy poem is any poem that is written in elegiac meter. However, this kind of poems emphasis on the subject of loss and change in which is traded frequently. It is usually focus on the theme of love.

1.2.2. Narrative Poetry

Concerning narrative poetry, Peek (1988, p. 129) defines it as "poetry that tells a story" (cited in Lapenà, 2011). He claims that this genre has three main forms, which are epic, ballad, and romance. Similar to peek's opinion, Preminger starts: "narrative or storytelling developed from the ritualistic chanting of myths, although it has traditionally been grouped only into two poetic categories; epic and ballad. The stories were not memorized as is generally assumed. But, instead bards improvised oral chants, relying on heavy alliterative and assonantal techniques, which seemed to put both the bards and the audience into a trance" (as cited in Gabuay, 2011, p. 07). Lapenà (2011) says out that narrative poetry is the oldest genre in poetry where the most famous form of it is "ballad". He also points out that this genre always attempts to involve a heroic, cultural, or national event. Lapenà subdivides it into ballad and epics. One of the examples of a narrative poem is "The Divine Comedy" by Donte .

1.2.3. Epic

As a form of narrative poetry, an epic poem is "a poem extended in length, narrating an action of power and interest, centered about a single hero." (Connell, 1913, p. 94). According to him, epic is different from tragedy in the fact that the main aim of the epic poem is to create and develop an admiration in the reader in contrast to tragedy that aimed to create and awake fear and weakness. In addition, Connell points out that epic poem is considered as an action poem, where the action is more broad and free than the action in the drama.

1.2.4. Ballad

A ballad is a poem that is similar to a song, which attempts to narrate a story for the audience. In this kind, poets usually write the poem in four-line stanza, and alternating tetrameter and trimeter, it presents orally (Abrams, 1999).

1.2.5. Dramatic Poetry

Hess (2010) explains dramatic poetry as a poetry that is written in verse and includes several characters. Those characters aimed to tell story in the poem or to describe the situation through making conversations. According to him, most of the dramatic poetry is writing in verse. Connell (1913) points out that poet does not speaks of himself in the dramatic poem, still he often uses other characters to speak before us, also it presents both the past and the present. He claims that it includes tragedy, comedy, and allied species of the drama proper, in addition to, dramatic monologues, dialogues, and so-called dramatic. Some of the famous dramatic poems are “The Fish” by Bishop, “A Little History” by Lehman.

1.1.Elements Of Poetry:

Poetry contain some elements are use in learning literature which are: structure ,sound, imagery,figurative language, elements of fiction, and poetic forms.

1.1.1.Structure

1. Poetic Line – the words that form a single line of poetry.

Example: “„Twas the night before Christmas, when all through the house” is the well-known first poetic line of “A Visit from Saint Nicholas” by Clement Clarke Moore.

2. Stanza – a section of a poem named for the number of lines it contains. Example: A couplet is a stanza of two lines. The first stanza from “Barbara Frietchie” by John Greenleaf Wittier is a couplet:

Up from the meadows rich with corn,
Clear in the cool September morn,

3. Enjambment – when there is no written or natural pause at the end of a poetic line, so that the word-flow carries over to the next line.

Example: the following lines from “Knoxville, Tennessee” by Nikki Giovanni contain enjambment: and listen to gospel music outside at the church Pla 3 homocoming.

4. Placement – the way words and poetic lines are placed on the page of a poem.

Example: The following are creatively-placed lines from a poem by E.E. Cummings:

in Just- spring when the world is mud- luscious the little lame ballonmanwhistles far and wee .

5. Verse – a line in traditional poetry that is written in meter.

Example: In “When I do count the clock that tells the time” from Shakespeare’s “Sonnet Number Twelve,” the underlined syllables are accented, giving the line a metric pattern known as an iambic pentameter (see Meter).

6. Capitalization and Punctuation – In poetry, rules of capitalization and punctuation are not always followed; instead, they are at the service of the poet’s artistic vision.

Example: in our backyard we plant tomatoes Pla4 .

is the first stanza from “ laughing tomatoes “ by francisco x. Alarcon notice the lack of capitalization and pronunciation(Robert Frost).

1.2.Sound devices :

It is a literary tool employed in verse plays, poetry, and prose to emphasize various sounds.

It allow writers to amplify certain sonic elements through the repetition of chosen vowel or consonant sounds, units of rhythm, or by mimicking sounds that occur naturally in the world outside of the text. Poets frequently utilize multiple different types of sounds device within the same literary work. Also, some poets use sound devices as a strategy to create an emotional response by the listener. Sound devices area special tools that the poetcan use to create effects in the poem to convey and reinforce meaning through sound. The most common sound devices are rhyme, alliteration, assonance, consonance, and rhythm (Abrams, 2015).

1.2.1.Rhyme:

It is the repetition of sounds at the end of words . Rhyme is the repetition of vowel sounds in accented syllables and all succeeding syllables.

1.2.1.1.Types of rhyme:

1.2.1.1.1. Internal rhyme:rhyme that occurs within a line of poetry or the similarity occurring between two or more words in the same line .for example: dreary/ weary.

1.2.1.1.2.End rhyme : rhyme that occurs at the ends of lines. Example :floor/door , ground /around

1.2.1.1.3.Slant rhyme :a rhyming sound that is not exact. Or a rhyme based on an imperfect correspondence of end syllable sounds.

1.2.1.1.4.Couplet rhyme: is two consecutive rhyming lines of poetry .

1.2.1.1.5.feminine rhyme: occurs when the last two syllables of a word rhymes with another word .e.g: lighting and fighting .

1.2.1.1.6..Rhyme scheme :a rhyme scheme is a regular pattern of rhyme , one that is consistent throughout the extent of the poems see how to show a rhyme scheme below :

There once was a big brown cat a
That liked to eat a lot of mice b
He got all round and fat a

Because they tasted so nice b

(Robert, p.p. 3-9).

1.2.2.Alliteration :

Alliteration is a type of consonance where the repetition of consonant sounds occur only in the stressed part of the word .it is a repetition of constant sounds in words that are close together. For example: red, rubber, raft, black and blue, safe and sound ...

1.2.3.Assonance: is the repetition of similar or identical vowel sounds in a sequence of nearby words containing different consonants. for example: lake and stake , hope and spoke ...

1.2.4.Consonance :is the repetition of consonant sounds within a line of verse. Although it is similar to alliteration, consonance is not limited to the first letters of words. . e.g:” ...and high school girls with clear skin smiles.”

1.3.Rhythm:

Is the alteration of stressed and unstressed syllables in language.it is the ordered, or free occurrences of sounds in poetry. Also, it refers to the pattern of long and short stressed , and unstressed syllables in writing.rhythm is an important part of the language of literature and helps to distinguish poetry from prose.

Example: i THOUGHT I SAW a PUSsyCAT.

Such patterns are sometimes referred to as *meter* . Meter is a unit of rhythm in poetry and is the organization of voice patterns in terms of both the arrangement of stresses and their frequency of repetition per line of verse.

Poetry is organized by the division of each line into “feet,” metric units which each consist of a particular

arrangement of strong and weak stresses. The most common metric unit is the iambic, in which an

unstressed syllable is followed by a stressed one (as in the words *reverse* and *compose*).

Scansion is the conscious measure of the pattern of stressed and unstressed syllables in a line of poetry.

Stressed syllables are labeled with an accent mark: / Unstressed syllables are labeled with a dash: –

Metrical feet may be two or three syllables in length, and are divided by slashes: |

There are five basic rhythms:

-Pattern Name Example:

– / : Iamb/Iambic invite
 / – : Trochee/Trochaic deadline
 – – / : Anapest/Anapestic to the beach
 / – – : Dactyl / Dactylic frequently
 // : Spondee/Spondaic true blue

1.3.1. Meter : is measured by the number of feet in a line.

1.3.1.1. foot : are named by Greek prefix number words attached to “meter.” It is a unit of meter

A line with five feet is called pentameter; thus, a line of five iambs is known as “iambic pentameter” (the most common metrical form in English poetry, and the one favored by Shakespeare).

1.3.1.1. 1. Kinds of metrical lines:

The most common line lengths are:

-monometer: one foot line

-dimeter : two –foot line

-trimeter : three feet Naturally, there is a degree of variation from line to line, as a rigid adherence to the meter results in unnatural or monotonous language.

-tetrameter: a four –foot line.

-pentameter: a five – foot line .

-hexameter: six feet

-heptameter: seven feet .

-octometer: eight feet.

1.4. Teaching Poetry in EFL Classrooms :

Some scholars agree on the use of poetry in EFL classrooms, which present several arguments that is supporting the idea. (Lazar 1993, p. 100) stated that: “when using poetry in the classroom, we could, therefore, exploit the more deviant or unusual use of the language awareness and interpretative abilities.” She claimed that making the language of a poem the basis for classroom study can be a first step towards enabling students to make confident interpretations of a poem. Since many students read a little poetry in their language, reading it may seem a daunting prospect. Jacob (2006, p. 82) said : “the reason for including poetry in the L2 curriculum is precisely that it is not prose, that it does not function in the same way as prose.” According to him, poetry allows the student to

discover and identify the different type of language use and linguistic experiences. Among the literary genres used in language teaching, poetry is one of frequent appearance and it became a favorite tool for language teachers due to their short length, and it is suitable for learners in a single classroom lesson. In addition, it is interesting and enjoyable for learners (Llach, 2007, as cited in Antic, 2016, p. 27).

Conclusion :

Poetry is a very essential genre of literature, it is an important, motivation, and effective tool that can be used to teach language, pronunciation, vocabulary, etc. Section two was an attempt to clarify the main concepts associated with the theme of poetry; it was a literature review where light was shed on the main definitions related to poetry , major benefits of poetry in the foreign language acquisition, and the way of using it in EFL classrooms. The English poetry classroom shares important characteristics of cooperative and humanistic learning, where teachers are usually asked to bring motivation and pleasure through a careful selection of poems which serve EFL learners interests and concerns.

Chapter Two

Practical Part

Introduction:

This chapter introduces the practical part of this study which was prepared to explicate the effectiveness of using poetic devices to enhance first years EFL students pronunciation at the department of English , and this chapter was allocated to identify the use of poetic devices such as sound devices and rhythm to enhance EFL learners' pronunciation. The questionnaire for students of English was administered to first year EFL students to show their points of view . It gives the interpretation of the results by using tables. Also, we use an interview for literature teachers of English to point out some different information about the effectiveness of using poetic devices to enhance EFL learners' pronunciation.

2.1.Student's questionnaire:

2.1.1.Definition of the questionnaire:

The questionnaire is the most common tool used for gathering data about specific topic by using a set of clear questions, addressed to first year LMD students of English .

According to English oxford dictionary (2006, p. 306) “ a questionnaire is a list of questions for people to answer so that information can be collected from the answers.”

2.1.2.Aims of the questionnaire :

The questionnaire is mainly constructed for the main difficulties that first year EFL students encountered in using poetic devices, and exploring the effectiveness of rhythm and sound devices to improve students' pronunciation.

2.1.3.Description of the questionnaire :

The questionnaire is composed of 16 questions which are arranged in a logical order, they are either closed questions requiring from the student to answer “yes” or “no”, or open questions requiring from them to give their own answers, or picking up the appropriate answer from a number of choices and provide justifications.

The questions are classified under two sections, each one focusing on a particular aspect. The first section entitled “**Learning Pronunciation**” contain five (05) questions, it is devoted to getting into pronunciation and the main difficulties that learners' encountered in learning pronunciation. however; the second section, entitled “**Exploring the Effectiveness of Sound Devices and Rhythm in Enhancing Students' Pronunciation** “ is intended to investigate the use of rhythm and sound devices for the development of learners' pronunciation. As well as, how sound devices help and effect students to improve their pronunciation skills. It is made up of eleven (11) questions that vary from open questions to open –ended questions and ended questions.

2.1.4. Administration of the questionnaire:

The questionnaire was administered to first year LMD students of English at the university of Mohammed Seddik Benyahia, Jijel, from 7th to 9th June, 2022, the number included 40 students selected randomly to answer the questions. The questionnaire answered in 3 days in classroom. The students were from the two genders, male and female. The researchers were present in the participation of the questionnaire to provide any necessary explanation in order to avoid misunderstanding which could lead to invalid responses.

2.1.5. Discussion of Questionnaire Results

This section is devoted to discuss the results obtained from the students' answers on the sixteen asked question altogether. The data collected from the learner handed questionnaire help in having a clear idea about their attitudes towards the use of poetic devices and rhythm to enhance EFL learners' pronunciation.

According to the students' answers, it is notice that students have a positive attitudes towards using rhythm and poetic devices. Also they told that they didn't worry when they are asked to write.

The Concerning the questionnaire, different answers that are supplied by participants reveal precious pieces of information about the effectiveness of poetic devices to enhance first year EFL students' pronunciation. Accordingly, what will follow is a meticulous analysis of the finding where the data will be presented in statistical forms.

The results obtained from the questionnaire revealed that poetic devices and rhythm are used in the Department of English language at the University of Mohammed Seddik Benyahia.

So, first year EFL Learners show a willingness to learn poetic devices and rhythm to help them for enhance their pronunciation.

2.1.5.1. Section one: learning pronunciation

Q1. How long have you been learning English?

Table 2.1

Study experience

	Frequency	Percentage %
Less than 5years	10	25
From 5to 10 years	25	62,5
More than 10 years	5	12,5
Total	40	100

The question aims at having a clear insight into the students' study experience. It is apparent from *table 3.1* that the majority of students have been learning English from 5 to ten years (62.5%). While ten students have been learning English less than five year (25%). Five students also said that they have been learning English more than ten years (12,5%). We notice that the majority have learnt English in early age.

Q 2. How would you estimate your pronunciation level?

- A. Very good B. good C. average D. weak

Table 2.2

Students' estimation about their Pronunciation skills

Option	Frequency	Percentage %
A	06	15
B	26	65
C	7	17,5
D	1	2,5
Total	40	100

As it is clearly stated in the table, participants involved in this study were asked to classify their level on scale from "very good" to "weak". The majority of students (65%) considered themselves good in pronunciation, (17,5%) said that they are average, and only (15%) stated is good level of pronunciation. while (2,5%) are weak in pronunciation. Means that students' have spelling good pronunciation .

Q 3. Which aspects do you need to master when learning pronunciation?

- A. Vowel B. consonant C. Word stress D. All of them

Table 2.3

The aspects that learners need to master in learning pronunciation

Option	Frequency	Percentage %
A	7	17,5
B	9	22,5
C	18	45
D	6	15
Total	40	100

In this question most of students selected all of the aspects that they need to master when learning pronunciation (47,5%), While (25%) stated word stress. In addition to this (22,5%) of participants selected vowel. Whereas, two students representing (5%) did not need consonants as an aspects to master in learning pronunciation . refers that the important aspects that student need for mastering their pronunciation and based on word stress.

Q4. Which aspects of phonetics do find difficult to learn?

- A. Vowels B. consonants C. stress

Table 2.4

The phonetics aspects that students find difficult to learn

option	Frequency	Percentage %
A	19	47,5
B	4	10
C	17	42,5
Total	40	100

In the light of this question , it can noticed in table 3.4 , (47,5%) of the whole participants vowels is the main aspects of phonetics they see difficult to study . While (42,5%) considered stress as difficult to learn. While (10%) of students' see that consonant is not difficult phonetics aspect to learn. Notice that vowel is the difficult aspects that learners can not study in phonetics.

Q 5. Which of the following techniques are used in phonetics sessions?

- A. Drills B. Role plays C. Dialogues D. Others

Table 2.5

The techniques that are used by student's in phonetics lessons

Options	Frequency	Percentage%
A	7	17,5
B	9	22,5
C	18	45
D	6	15
Total	40	100

In this question, the results got the above table represent (45%) of students who chose dialogue as a techniques that is the most usefullin phonetics lectures. Beside (22,5%) indicated that nine students who chose role play as techniques used in phonetics lessons . However, (17,5%) of respondents chose drills . As well as, the fewer percentage scored (15%) by only six students who chose drills, role plays and dialogue are a techniques that used in phonetics sessions. The important techniques that students need to used in phonetics session.

3.1.4.2. Section Two: exploring the effectiveness of sound devices and rhythm in enhancing students' pronunciation

Q6. Do sound devices and rhythm help you to enhance your pronunciation?

- A. Yes B. No

Table 2.6

The helpfulness of sound devices and rhythm to enhance pronunciation

Options	Frequency	Percentage %
A	30	75
B	10	25
Total	40	100

This question is concerned with the helpfulness of sound devices and rhythm to enhance your pronunciation . According to the results obtained,(75%) of the respondents said that sound devices and rhythm is helpful for students' to enhance their pronunciation . While (25%) believed that sound devices and rhythm Are not helpful to enhance learners'

pronunciation. means that sound devices and rhythm can contribute in learning pronunciation

Q 7. Do you find sound devices and rhythm effective in enhancing pronunciation?

A. Yes B. No

Table 2. 7

The effectiveness of sound devices and rhythm in enhancing learners' pronunciation

Options	Frequency	Percentage %
A	26	65
B	14	35
Total	40	100

In this table the results obtained that students representing (65%) said yes indicating that sound devices and rhythm are effective in enhancing pronunciation, whereas (14%) of them said no. which means that sound devices effect positively on learners' pronunciation.

Q8. When you read poems, do you focus on:

A. Rhythm B. rhyme C. alliteration D. assonance E. consonance

F. All of them

Table 2.8

The students focus in reading poem

Option	Frequency	Percentage %
A	8	20
B	6	15
C	2	5
D	2	5
E	1	2,5
F	21	52,5
Total	40	100

Table 2.8 show that (52,5%) of respondents concentrate in reading poems on sound devices and rhythm(consonance, rhyme, alliteration, assonance).however; (20%) of the respondents considered that based on rhythm in reading. when, (15%) of learner's have few focus on rhyme .also, (5%) of participants did not make attention to alliteration. When, (5%) of students believed that assonance is not important in reading poems . only ,

(2,5%) of learner's notice that consonance is not importante. which means that the main focus is based on the use of sound devices and rhythm when reading poems .

Q 9. Which of the following poetic devices do you find difficult to learn?

- A. Rhythm B. Rhyme C. Alliteration D. Assonance
E .Consonance F. All of them

Table2.9

The most difficult poetic devices to learn

Options	Frequency	Percentage%
A	13	32,5
B	9	22,5
C	5	12,5
D	7	17,5
E	2	5
F	4	10
Total	40	100

In the analysis of this question, it notice that (32,5%) of students stated that the Rhythm is the most difficult poetic device to learn, then the rhyme representing (22,5%) followed by assonance with a percentage estimated by (17,5%).As well as, (12,5%)of students chose alliteration. Yet, (10%) believed that all these sound devices are difficult to learn , and consonance (5%) which they find difficult. In order to get further insights into students' answers, they required to supply justifications for their selections, these justifications are as follow:

*Because When I face a lot of consonances I'm being confused .

*Rhythm is difficult to understand and read .

*Assonance is hard to find .

*I chose rhythm because I don't understand it .

Q10.Is learning sound devices important in EFL classes?

- A. Yes B. No

Table 2.10

The importance of sound devices in EFL classes

Options	Frequency	Percentage %
A	36	90
B	4	10
Total	40	100

As it is clearly displayed in the table 2.10, the majority of students' (90%) believed that learning sound devices is very important in EFL classes. While, just (10%) of students' stated that learning sound devices is not important in EFL classes. Because sound devices is very importante in EFL classes.

Q 11. How do sound devices help you to master vowel and consonant sounds?

Table 2.11

The role of sound devices to master students vowel and consonant sounds

Options	Frequency	Percentage%
A	15	37,5
B	25	62,5
Total	40	100

As indicated in the above table, the majority of students representing (62,5%) favored to keep not answer the question of how do sound devices help them to master vowel and consonant sounds. However, (37,5%) of them answered the question. And their answers listed as the following:

*Develop my skills to get the right pronunciation.

*It helps to pronounce the words easy and correctly by learning sound devices

*By practice them.

*It helps us to facilitate vowel and consonant sounds and understand more.

Q12.What is the purpose of learning sound devices?

Table 2.12

Students' beliefs about the purpose of learning sound devices

Options	Frequency	Percentage %
A	17	42,5
B	23	57,5
Total	40	100

As it is can be noticed in the table 3.12 the majority of participants (57,5%) did not answer the question which means that sound devices did not have any purpose for them. however , (42,5%) of the respondents believed that learning sound devices have a purpose. Only 23 of them who provided a full answer, which are the following answers:

- The purpose of learning sound devices is to enhance reading skills.
- To increase readingspead .
- To understand the meaning more.
- To learn how to speak and develop pronunciation, and is useful.
- Use them in poetry when you read it and learn how to write.
- Help you to learn more and focus on the sentence. it means that help to improve their vocabulary and work to explain the meaning of the sentence.

Q 13. Does practicing rhythm in literature sessions help you to place stress correctly?

A. Yes B. No

Table2. 13

The helpfulness of practicing rhythm in literature session

Options	Frequency	Percentage %
A	32	80
B	8	20
Total	40	100

From the above table, most participants (80%) revealed that practicing rhythm in literature sessions help them to place stress correctly. On the other side, (20%) of them admitted that it does not help them. which means that the practice of rhythm play a big role in placing stress correctly.

Q14. Do you check stress placement in the dictionary when scanning poems?

A. Yes

B. No

Table 2.14

The stress placement in the dictionary when scanning poems

Options	Frequency	Percentage %
A	23	57,5
B	17	42,5
Total	40	100

Results illustrated in table 2.14 ,(57,5) demonstrate that more than half of the participant check stress placement in the dictionary when scanning poems. However, (42,5%) of them do not check in dictionary the stress placement when scanning poems .It means that dictionary is way used in scanning poems.

Q 15. Does scanning affect your knowledge about stress placement?

A. Yes B. No

Table 2.15

The effectiveness of scanning on stress placement

Options	Frequency	Percentage %
A	25	62,5
B	15	37,5
Total	40	100

This table tends to find out that more than half of first students (62,5%) agree that scanning affects their knowledge about stress placement (25 out of 40). In contrast, (37,5%) it means (15 out of 40) of participants disagree by saying no. the following are justifications of the answers:

- Because when scanning just go through the text and enhance what you want.
- Make your concentrate.
- Before scanning you see the correct pronunciation and later start scanning.

Q16. In your opinion , how do sound devices and rhythm improve your pronunciation ?

This question investigate the opinion of students' about the role of sound devices and rhythm in improving their pronunciation . however (11) students out of (40) who did not answer the question, and only (29) students out of (40) have answer this question, and all of them make the same answers, the following answers :

- Sound devices and rhythm will improve students' pronunciation.
- By listening carefully to the words, and you get an immediate understanding of how they sound devices especially if you repeat them more than once which becomes a habit and becomes impossible to forget.
- For practicing.
- Record yourself.
- Get to know your minimal pairs.

We conclude that most of respondants believe that sound devices and rhythm play a big role for improving and enhancing learners' pronunciation .

2.2. Teachers interview:

2.2.1. Aims of the interview:

The interview aims to investigate teachers' perceptions about using sound devices and rhythm to enhance students' pronunciation and whether these two poetic devices have any effects on their students' pronunciation. It gather information about sound devices and rhythm and how it can affect EFL learners' pronunciation.

2.2.2. Description of the interview:

The interview Consistsof 22 open ended questions. The questions aims to collect some background informations related to the teachers; and obtain clearer insights into teaching literature. The teachers realize with the effectiveness of using sound devices and rhythm to enhance EFL learners' pronunciation. The duration of the interview is less than 20 minutes. We ask them direct questions and everyone gave their answers and points of view.

2.2.3. Administration of the interview:

The interview has taken place on June, 29th and 30th in the academic year 2021/2022 where the researchers met the interviewees in the classroom. Three teachers of literature from the department of English at the University of Mohamed SeddikBenyahia conducted the interview. The interviewees kindly and positively answered all the questions of the interview.

2.2.4. Results and Data Analysis of the interview:

The interview has been conducted in order to get more insights about the effectiveness of using poetic devices and rhythm in enhancing 1st year EFL students' pronunciation at the department of English, University of Mohamed SeddikBenyahia,Jijel. According to the teachers' views, sound devices and rhythm are an efficient means to improve students' pronunciation. They argued that sound devices and rhythm play an important role developing students' pronunciation. Although, the teachers recommended that students have to be motivated and encouraged to learn poetic devices . Teachers tend to cover the different aspect and techniques in order to help students to enhance their pronunciation. They adopt an analytic linguistic approach and intuitive-imitative approach which believe effective in terms of students understanding and comprehension. In fact, they agreed that sound devices and rhythm are useful and helpful to advance students' pronunciation. According to the teachers, the difficulties that students encounter in pronunciation are due to their poor English,especially in reading, and vocabulary. Teachers of English literature help students to make a plan before scansion or reading poem for enhancing their pronunciation.

2.2.5. Discussion of the interview:

The findings of the questionnaire were match by the teachers of first year literature module. According to add rhythm as a part in phonetics lesson for enhancing learners' pronunciation. This can be clearly noticed in the findings of the questionnaire where all the students face many difficulties in learning pronunciation. Additionally, the teachers argued that reading is neglected for many students who encounter difficulties in pronunciation. However; teachers whole heartedly make constant efforts to get students appreciate pronunciation through teaching sound devices and rhythm for successful reading of poems and improving their pronunciation. Accordingly, they suggested the use poetic devices as a technique or way to acquire a good pronunciation and enhance it.

Conclusion:

Chapter two presented and analysed the results obtained by the research instruments used in the current study. Taking into consideration the designed aims of the present research work, we used two research tools. The first tool of research was a questionnaire which was administered to first year LMD students at the department of English , Mohamed seddikbenyahia university.. The second tool being used was an interview with three teachers of literature English department at mohammedseddikbenyahyaJijeluniversity. The results obtained confirm the hypotheses which the present study revolved around. It shows genuinely that first year EFL students' pronunciation can be enhanced through using sound devices and rhythm that prove the effectiveness of these two poetic devices in enhancing pronunciation

General Conclusion

Doubtless, English language represents the most dominant language actually. Generally students learn the language in order to have a better communication or to get a good job. Pronunciation regarded as a fundamental component to learn any language. Consequently, this research has conducted the study to help EFL learners to enhance their pronunciation competences through using sound devices and rhythm in developing EFL learners'pronunciation.

Furthermore, in this piece of research we utilized two chapters, the first one will be devoted the theoretical part, It concerned with teaching pronunciation to EFL learners. And the second section about sound devices and rhythm in EFL classroom. The second chapter comprised the practical part, touches upon the methodology of research and data analysis discussion. In this piece of research we utilized one questionnaire for students and one interview for Teachers. On one hand, the questionnaire prepared in order to measure students' attitude and motivation toward using poetic devices in English classroom and how it can enhance their pronunciation. Students' questionnaire compromised forty students in case of first year EFL students at Mohammed SeddikbenyahyaJijel. The results of students' questionnaire showed a positive attitude toward using sound devices and rhythm in improving their pronunciation. On the other hand, teachers' interview aims to examine their attitude towards teaching sound devices and rhythm in their classroom.

Results concluded that using poetic devices has a great influence on improving EFL learners' pronunciation competences. As well as, students during this study have developed positive attitudes toward sound devices and rhythm. Teachers also have positive attitudes in their classes toward the improvement of their students' pronunciation.

To sum up, the finding of this study represented the previously formulated research questions that sound devices have a big contribution in enhancing EFL learners' pronunciation. Furthermore, using sound devices in the language classroom motivated students to learn, participate, and enjoy their English classes and improve their pronunciation

Pedagogical recommendations:

Based on the results of our study, we proposed the following recommendations:

- _ EFL Teachers of pronunciation should adopt different teaching techniques that facilitate students' learning of pronunciation.
- _ Teachers should help students to develop their abilities to enhance their pronunciation by using sound devices and rhythm.
- _ Students' need should be disclosed and determined before using sound devices and rhythm.
- _ The number of sessions devoted to pronunciation must be increased so that teachers can improve learners' pronunciation.
- _ English language teaching program requires an adjustment and auditing in order to achieve learners' improvement in pronunciation by teaching students the basics elements especially the elements of phonetics and using the practical way for learners can evaluate his level of pronunciation .
- _ EFL learners should make extra efforts to develop their own pronunciation even in classroom or outside with friends, member of family, or with foreign people whom can speak English very well.
- _ Learners should think and interpret sound devices in English, not Arabic in order to avoid the interference of the mother tongue and the effect of the negative transfer so that English and Arabic have a different structures.

Limitations of the study:

-planning a test in order to collect data but it replaced by a questionnaire and an interview because the students were absent during the test

_ Insufficient resources about sound devices.

_ The limited number of participants.

_ Most students were not collaborative with us because they did not answer some questions and refused to justify their responses.

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Appendices

Appendix A: Students Questionnaire

Dear students,

We, openly, appreciate your participation in this questionnaire as it will help us collect data that are necessary to bring our master's dissertation to an end. It is, as its main objective, a study about the effectiveness of poetic devices on the EFL learners' pronunciation.

It is important to bear in mind that your answers will be treated anonymously and used just for the purpose of research.

We would be grateful if you could answer the following questions by ticking (X) the appropriate box, or by making a full statements wherever needed.

section One: Learning Pronunciation:

1- How long have you been Learning English?

.....

2- How would you estimate your pronunciation level?

- very good
- good
- average
- weak

3- Which aspects do you need to master when learning pronunciation ?

- vowel
- consonant
- Word stress
- All of them

4- Which aspect of phonetics do find difficult to learn?

- Vowels
- Consonants
- Stress

5- Which of the following techniques are used in phonetics sessions ?

- drills
- role plays
- dialogues
- others

-Mention them

Section TWO : Exploring the Effectiveness of Sound Devices and Rhythm in Enhancing Students' Pronunciation:

6- Do sound devices and rhythm help you to enhance your pronunciation?

- Yes
- No

7- Do you find sound devices and rhythm effective in enhancing pronunciation?

- yes
- No

8-When you read poems, do you focus on:

- Rhythm
- Rhyme
- Alliteration
- Assonance
- consonance
- All of them

9-Which the following poetic devices do you find difficult to learn?

- Rhythm
- Rhyme
- Alliteration
- Assonance
- consonance
- All of them

Justify.....

.....

.....

.....

.....

10 - Is learning sound devices important in EFL classes?

- Yes

- No

11- Do sound devices help you to master vowel and consonant sounds?

.....

.....

.....

12 -What is the purpose of learning sound devices?

.....

.....

.....

13-Does practicing rhythm in literature sessions help you to place stress correctly?

- Yes

- No

14-Do you check stress placement in the dictionary when scanning poems?

-yes

- No

15- Does scanning affect your knowledge about stress placement?

-Yes

- No

How?

.....

.....

.....

.....

16 - In your opinion, how do sound devices and rhythm improve your pronunciation?

.....

.....

.....

Thank you for your cooperation

Appendix B: Teachers' Interview

Questions:

1. How many years have you been teaching literature?
2. Do you have well prepared curriculum with supporting materials for teaching literature?
3. Does your curriculum devote attention to poetry?
4. How many poems do you teach per year?
5. From your teaching experience, do you usually notice that your students of English encounter difficulties in pronunciation?
6. Do your students make errors while reading poems?
7. Do you correct your students' pronunciation errors when they read poems?
8. Do you encourage your students to use sound devices to enhance their pronunciation?
9. Do you observe any improvement in your students' pronunciation after the identification and analysis of sound devices?
10. Are sound devices a difficult element in teaching poetry ?
11. According to your experience, how do sound devices help in enhancing students' pronunciation?
12. Do you think that mastering sound devices by students requires a good command of English phonetics? Justify your answer.
13. What is the role that scanning poem plays to enhance learners' pronunciation?
14. As a teacher, do you help your students to make a plan before they start scanning or reading a poem?
15. Do you introduce the notion of stress to your students before scanning?
16. Do you ask your students to check stress placement in the dictionary while scanning poems?
17. Does scanning create awareness among students about stress placement in English?
18. How does the use of sound devices and rhythm affect students' pronunciation?
19. Do you think that training students well to identify and analyse both sound devices and rhythm will help them to pronounce better?
20. According to your experience in teaching poetry, what are the main difficulties encountered by students which hinder them from mastering sound devices and rhythm?

21. What do you recommend to help students overcome these difficulties and master sound devices and rhythm?

22. Do you recommend the integration of sound devices and rhythm as an effective method for teaching students pronunciation by teachers of phonetics?

Respondent A

1. Four years.

2. Yeah, I do.

3. Of course, it's an indispensable part of literature

4. It differs from year to year as we adjust the syllabus according to the circumstances, but, it's always been more than five.

5. Of course, they struggle a lot with that.

6. Definitely, they do all the time.

7. I do that.

8. I believe it helps, thus, I do recommend it.

9. When students are familiar with the devices, their reading becomes more accurate in pronouncing some words.

10. I wouldn't say so, with some practice, it becomes fine.

11. They make students aware about some patterns of sound which facilitates pronunciation for them.

12. That is certain, especially with vowels, diphthongs, triphthongs. Students will mistake a vowel sound with another and assume the existence of a device.

13. I am not sure about this one honestly speaking.

14. Sometimes I do not teach poetry for genre's sake, so it depends on my purpose.

15. When teaching meter, yes, always.

16. Yes, they always find it helpful.

17. Well, I think so.

18. They become more knowledgeable about stress placement in both sentences and words. When encountering a word again, they'd find easier to pronounce a word. Considering sentences, students get used to some rules and patterns which guide them pronounce better.

19. Surely, it does make them better pronouncers.

20. It is basically their lack of phonetic knowledge as they will not be able to place stress or identify a vowel sound (especially with harder words). Also, their vocabulary deficiency makes it difficult.

21. To read more so that they know more vocabulary. I also ask them to listen to what they read, be it a poetry or fiction.

22. I totally do. Many poems are fun to read and they fit as an effective method to enhance pronunciation.

Respondent B

1. 2 years

2..Not yet

3.yes

4.At the beginning, we start with 2 or 3 verses then by the end of instruction we teach entire poems (usually 2 or 3 entire poems)

5.Yes

6.Yes

7.Most of the times. Sometimes I ask them to reread the verses after I have corrected the mistakes

8.Of course it is part of the syllabus

9. Hardly because not much time is devoted to reading aloud so it is hard to notice

10.Not really compared to figures of speech but there are several of them so sometimes students confuse them

10.They are good in instilling in students the ability to distinguish short sounds, from long sounds and diphthongs from triphthongs

11.Of course because it is all about the study of sounds and how to distinguish them

12.Identifying the rhythm help students group sounds

13.We work together on transcribing complex words and identify where the stress sits then we examine the type of poem if it is a sonnet to facilitate matters and proceed to group sounds

14.Of course

15.Yes

16. For first year students it seems a bit complicated since they are still in the process of being introduced to phonetics

17. Some devices like rhyme is more helpful than rhythm because the latter is relatively more complicated the rhyme

18. Absolutely, but is a consuming process that requires much practice and commitment from the part of the students

19. Rhythm is the most difficult device. If the poem is not a sonnet; and one of the other patterns is used, then they fail to identify it. Even with the iambic pentameter, sometimes, they ignore a syllable or two in words because they rely on the number of vowels instead of the sounds

20. Poetry should be introduced at latter stages of instruction until students have mastered phonetics first.

21. Certainly it raises awareness of how sounds work together and how spelling is sometimes misleading

Résumé

Cette étude est une enquête sur l'effet des outils poétique dans l'amélioration des apprenants de l'anglais comme langue étrangère, Ceci est destiné aux étudiants de première année du département d'anglais de l'université Mohammed _seddikbenyahia,jijel. Le but de se sujet est d'encourager les étudiants et d'attirer leur attention sur le grand rôle des outils et améliorer leur prononciation. Nous avons inclus un questionnaire et une interview afin d'atteindre l'objectif ci-dessus.Le questionnaire a été présenté à quarante étudiants du département d'anglais de l'Université de Jijel, visant à révéler l'opinion des lecteurs sur l'impact des outils audio sur le développement de leurs prononciation de littérature. et leur prononciation en particulier.L'entretien a été réalisé avec trois professeurs du Département d'anglais de l'Université de Jijel et vise à recueillir leurs expériences et leurs commentaires. Cette analyse des résultats a montré que les étudiants n'avaient pas assez d'occasions et de détails pour enseigner les instruments phonémiques afin d'améliorer leur prononciation.

ملخص

هذه الدراسة هي عبارة عن تحقيق حول تأثير الأدوات الشعرية في تحسين النطق لمتعلمي اللغة الإنجليزية كلغة أجنبية، وهذا يخص طلاب السنة الأولى في قسم اللغة الإنجليزية لجامعة محمد الصديق بن يحي _جيجل. والهدف من هذا الموضوع هو تشجيع الطلاب ولفت انتباههم للدور الكبير الذي تلعبه الأدوات الصوتية والإيقاع في تحسين نطقهم. لقد صمنا استبياناً ومقابلة بغرض إنجاز هدف سالف. الاستبيان قدم لأربعين طالباً في قسم اللغة الإنجليزية _جامعة جيجل. تهدف إلى كشف رأي القراء حول مدى تأثير الأدوات الشعرية في تحسين نطقهم. تحليل البيانات بين إهتمام الطلاب باستعمال الأدوات الصوتية لتطوير مهارات التحدث بصفة عامة ونطقهم بصفة خاصة. المقابلة وجهت إلى ثلاثة أساتذة في قسم اللغة الإنجليزية، جامعة جيجل. وتهدف إلى كشف تجاربهم وتعليقاتهم. هذا التحليل للنتائج وضح بأن الطلاب لايملكون فرصاً كافية وتفصيل لتعليم الأدوات الصوتية بهدف تحسين نطقهم.